

Australian Curriculum Achievement Standard
RECEPTIVE MODES (listening, reading and viewing)
 By the end of Year 10, students **evaluate how text structures can be used** in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.
 They **develop and justify their own interpretations of texts**. They **evaluate other interpretations, analysing the evidence used to support them**. They listen for ways features within texts can be manipulated to achieve particular effects.
PRODUCTIVE MODES (speaking, writing and creating)
 Students show how the selection of language features can achieve precision and stylistic effect. They **explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments**. They develop their own style by experimenting with language features, stylistic devices, text structures and images.
 Students **create a wide range of texts to articulate complex ideas**. They **make presentations and contribute actively to class** and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They **demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts**.

Unit Overview
 In this unit, students listen to, read, view and discuss a variety of news texts. They examine how text structures, language features and the arrangement of information within news texts position audiences to respond to people, cultures, places, events, objects and concepts.
 Students develop a multimodal presentation to analyse, evaluate and compare how two news texts from different sources of news media represent a person, group, culture, place, event, object and/or concept.

Summative Assessment
 Students will **design and present a multimodal presentation** in response to two news texts that each represent the same individual, group, issue, or event. In their presentations, students will demonstrate their ability to analyse and evaluate text structures and language features, and will determine which of the two articles will have the most significant social and cultural impacts.
 Key skill/s:
 o Evaluating
 o Comparing
 o Justifying
 o Analysing
 o Creating
 Conditions:
 ■ 3 weeks' notice of task
 ■ Multimodal Speech for submission
 ■ PPT with audio recording
 ■ Recorded video with supporting visuals
 ■ Poster with presentation script
 ■ Teacher input on one draft
 ■ News texts to be chosen from those provided by teachers
 ■ 4-6 minutes in length

↓ To complete this assessment item, students will have to engage in the following cognitions. Below are guidelines to underpin your planning. ↓

Cognitive Verb	QCAA Definition	Student Friendly Definition	What This Might Look Like For 10 English Unit 2 (C2C7)	Reading Comprehension Strategies #
Evaluate	Make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria	Make a judgement about an idea, concept or text and determine its merit, value or significance	Evaluate , in this unit, means that students should be able to: <ul style="list-style-type: none"> Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572 - Scootle) Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749 - Scootle) 	To teach cognition for evaluating in lessons and Do Now activities: <ul style="list-style-type: none"> Three Level Reading Guide Questioning the Author
Justify	Give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable	Provide a reason or evidence to support a response you have created or a conclusion you have come to.	Justify , in this unit, means that students should be able to: <ul style="list-style-type: none"> Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) 	To teach cognition for justifying in lessons and Do Now activities: <ul style="list-style-type: none"> Author Says/ I say/ So.
Analyse	Dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences	Pick apart a text or concept to identify the essential elements, features or components. Explain and interpret a text or concept	Analyse , in this unit, means that students should be able to: <ul style="list-style-type: none"> Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570 - Scootle) Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641 - Scootle) Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774 - Scootle) 	To teach cognition for analysing in lessons and Do Now activities <ul style="list-style-type: none"> B/D/A Questioning Charts Concept Mapping Implication Sequences
Compare	display recognition of similarities and differences, and recognise the significance of these similarities and differences	Read text(s) to identify the similarities and differences between them. Explain why these similarities and differences are important.	Compare , in this unit, means that students should be able to: <ul style="list-style-type: none"> Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566 - Scootle) Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639 - Scootle) 	To teach cognition for analysing in lessons and Do Now activities <ul style="list-style-type: none"> Venn Diagrams
Create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole	To make something new and original.	Create , in this unit, means that students should be able to: <ul style="list-style-type: none"> Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815 - Scootle) 	To teach creating in lessons and Do Now activities <ul style="list-style-type: none"> Formative paragraph practice Slide creation Soundbites

Tracking for my Multimodal Presentation		Tracking for my Multimodal Presentation	
We are learning how to write, design, and present a multimodal presentation that evaluates the news media's representations of an issue, individual, group, or event		We are learning to produce grammatically correct, structurally sound and meaningful sentences	
Create a multimodal presentation which compares and evaluates the representations of an issue, individual, group, or event in two different media texts.	4.0	In addition to Score 3.0, you can manipulate sentence structures to convey complex ideas	
	3.5		
I can: Create a multimodal presentation to evaluate how text structures can be used in innovative ways by different authors to create representations of individuals, groups, issues, and events.	3.0	I can: - Control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions - Elaborate on my ideas by using connectives to link sentences across a text - Use complex punctuation [colons, semi colons, dashes, ellipsis etc.] With no major errors or omissions.	
	2.5		
I know I will have learned it when I can: <ul style="list-style-type: none"> • Recall vocabulary such as: <ul style="list-style-type: none"> ○ Audience ○ Audio-visual ○ By-line ○ Caption ○ Disempower ○ Empower ○ Foreground ○ Headline ○ Image ○ Language features (see glossary for detailed guide) ○ Media ○ Perspectives ○ Reading paths ○ Representation ○ Saliency ○ Semiotic systems ○ Social and cultural consequences ○ Text structures • Identify how text structures are used to position an audience (news headline, image, caption etc.) • Identify how aesthetic features are used to construct a representation of an individual, group, issue, event • Categorise textual and aesthetic features according to their connotations Perform basic processes such as being able to: <ul style="list-style-type: none"> ▪ Select two news media articles to evaluate ▪ Identify key language features and text structures within each article ▪ Analyse how the text structures of each article empowers or disempowers ▪ Construct implication sequences to explain how the text structures and the arrangement of visual and written information invite acceptance of perspectives ▪ Use a Venn diagram to compare the representations constructed within the news articles – particularly focus on the social, moral, or ethical messages ▪ Evaluate which article uses text structures and language features most effectively to evoke a response from audiences ▪ Form a perceptive position on which representations is more effective ▪ Use the generating and defending claims template to plan your response ▪ Explain why the evidence selected from within the articles justifies your conclusion ▪ Construct a multimodal exposition (text interpretation) using the appropriate structures: <ul style="list-style-type: none"> ○ Context ○ Description ○ Evaluation ▪ and language features: <ul style="list-style-type: none"> ▪ Evaluative language ▪ Language Features ▪ Multimodal text structures as appropriate 		You will know you have learned it when you can use: <ul style="list-style-type: none"> - accurate words or groups of words when describing events and ideas and to make meaning - conjunctions [and, but, so, when, because] to link clauses within a sentence [compound and complex sentences] - a range of connectives to clauses or sentences across a text [however, firstly, consequently] - Punctuate a sentence [capitals, full stops, exclamation marks and question marks] 	

Learning Goals:

SUB-STRAND	AUSTRALIAN CURRICULUM CONTENT DESCRIPTORS	ELABORATIONS	KSHS GOALS: KNOW & BE ABLE TO
LANGUAGE For Variation and Change	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)	<ul style="list-style-type: none"> • investigating differences between spoken and written English by comparing the language of conversation and interviews with the written language of print texts • experimenting with and incorporating new words and creative inventions in students' own written and spoken texts 	<ul style="list-style-type: none"> • be able to identify differences in print and online news texts, as well as consider the language most appropriate for the audience of their multimodal presentations • select nuanced vocabulary to best achieve the desired effects
LANGUAGE Language for Interaction	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564 - Scootle)	<ul style="list-style-type: none"> • identifying language that seeks to align the listener or reader (for example 'of course', 'obviously', 'as you can imagine') • identifying references to shared assumptions • identifying appeals to shared cultural knowledge, values and beliefs • reflecting on experiences of when language includes, distances or marginalises others 	<ul style="list-style-type: none"> ▪ analyse and explain how cultural assumptions, values, attitudes, and beliefs influence how a text is both written and received ▪ be able to explain how language in media texts empowers or disempowers through the representations created
LANGUAGE Language for Interaction	Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)	<ul style="list-style-type: none"> • considering whether ethical judgements of good, bad, right or wrong are absolute or relative through consideration of texts with varying points of view and through discussion with others • interpreting texts by drawing on knowledge of the historical context in which texts were created 	<ul style="list-style-type: none"> ▪ consider the impacts of the representations made by news texts through language and visual choices ▪ be able to identify and discuss alternative perspectives evident in texts, and determine how these points of views are developed and conveyed
LANGUAGE Text Structures and Organisation	Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)	<ul style="list-style-type: none"> • investigating the structure and language of similar text types like information reports and narratives and how these are influenced by different technological affordances (for example hyperlinks as structuring principles in hypertext narratives versus linear text sequencing principles in print narratives) 	<ul style="list-style-type: none"> ▪ comparing the similarities and differences between news texts, and to specifically consider how technology (such as hyperlinks) impact and enhance these texts
LANGUAGE Text Structures and Organisation	• Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)	<ul style="list-style-type: none"> • analysing and experimenting with combinations of graphics, text and sound in the production of multimodal texts such as documentaries, media reports, online magazines and digital books 	<ul style="list-style-type: none"> • use graphics, text and sound to create a multimodal speech
LANGUAGE Expressing and Developing Ideas	Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572 - Scootle)	<ul style="list-style-type: none"> • experimenting with aspects of visual texts to establish different nuances, for example evaluating the impact of the movement of camera or light in moving images 	<ul style="list-style-type: none"> ▪ evaluate the way that different images are selected and used to complement news articles in print and online media ▪ consider how to best complement their own presentation with supporting visuals

LITERACY Texts in Context	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749 - Scootle)	<ul style="list-style-type: none"> considering ethical positions across more than one culture as represented in text and consider the similarities and differences questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these representations analysing the ways socio-cultural values, attitudes and beliefs are presented in texts by comparing the ways news is reported in commercial media and Aboriginal and Torres Strait Islander media 	<ul style="list-style-type: none"> compare and evaluate how individuals, groups, issues, and events are represented according to the different perspectives of the authors/publishers
LITERATURE Responding to Literature	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641 - Scootle)	<ul style="list-style-type: none"> looking at a range of texts to consider how the use of a structural device may influence readers/viewers/listeners to respond sympathetically to an event or issue 	<ul style="list-style-type: none"> analyse and explain how news texts text structures, language features, and visual features work within news articles to invite a particular response from audiences
LITERATURE Responding to Literature	Evaluate the social, moral and ethical positions represented in texts (ACELT1812)	<ul style="list-style-type: none"> identifying and analysing ethical positions on a current issue debated in blogs or online discussion forums, including values and/or principles involved and the strengths and weaknesses of the position in the context of the issue 	
LITERACY Interacting with Others	Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750 - Scootle)	<ul style="list-style-type: none"> identifying stereotypes of people, cultures, places, events, and concepts and explaining why they are stereotypes applying knowledge of spoken, visual, auditory, technical and multimodal resources (for example sound and silence, camera shot types, lighting and colour) in conjunction with verbal resources for varying purposes and contexts selecting subject matter and language to position readers to accept representations of people, events, ideas and information 	<ul style="list-style-type: none"> utilise a range of spoken features to deliver a multimodal presentation that informs and engages audiences through: varying voice, tone, pitch and pace, including appropriate use of sound effects, music, and complementary visuals as chosen by student.
LITERACY Interacting with Others	Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813 - Scootle)	<ul style="list-style-type: none"> choosing vocabulary and spoken text and sentence structures for particular purposes and audiences, such as debating a topic with a team from another school, creating a voiceover for a media presentation, and adapting language devices such as evaluative language, cause and effect, anecdotes and humour for particular effects adapting voice effects, such as tone, volume, pitch, pauses and change of pace, for their specific effects such as putting forward a point of view or attempting to persuade an audience to a course of action 	<ul style="list-style-type: none"> understand the importance of preparing and rehearsing a presentation use an implication sequence to organise ideas, evaluate, and justify the impacts of text structures and language choices in constructing representations.
LITERACY Interacting with Others	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751 - Scootle)	<ul style="list-style-type: none"> using assumptions about listeners, viewers and readers to try to position them to accept a particular point of view 	<ul style="list-style-type: none"> students will plan and rehearse the multimodal presentation so that they can assume the role of an expert and convince their audience that the speaker's conclusions are logical and justified
LITERACY Interpreting, analysing, evaluating	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753 - Scootle)	<ul style="list-style-type: none"> assessing the impact of hyperlinked text in a website's navigation using appropriate metalanguage associated with digital technologies to analyse reading pathways on websites 	<ul style="list-style-type: none"> be able to explain and evaluate the impact of reading paths created in online news texts
LITERACY Interpreting, analysing, evaluating	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754 - Scootle)	<ul style="list-style-type: none"> identifying the meaning of an increasing range of subtle vocabulary, for example inferring the different connotations of words in advertising texts from other cultures 	<ul style="list-style-type: none"> Be able to analyse and evaluate the impact of language selected by authors in news articles –both online and print
LITERACY Creating Texts	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756 - Scootle)	<ul style="list-style-type: none"> presenting a structured argument by providing a statement of the major perspectives or concerns relating to an issue; previewing the structure of arguments; structuring the text to provide a major point for each paragraph with succinct elaboration, and concluding with a summary of the main issues or recommendations in an argument creating spoken, written and multimodal texts that compel readers to empathise with the ideas and emotions expressed or implied 	<ul style="list-style-type: none"> evaluating which of two texts is more successful or fair in the way that it represents an issue, using a context -> preview -> argument paragraphs -> reiteration structure to build and justify their argument
LITERACY Creating Texts	Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)		<ul style="list-style-type: none"> Use self-editing and peer editing to ensure a purposeful range of sentence structures, vocabulary and audio/visual elements are used to complement their evaluation and analysis
LITERACY Creating Texts	Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user (ACELY1776 - Scootle)	<ul style="list-style-type: none"> designing a webpage that combines navigation, text, sound and moving and still images for a specific audience 	<ul style="list-style-type: none"> design a multimodal presentation that involves either: <ul style="list-style-type: none"> audio voiceover in a PPT presentation voice recording with audio-visual effects script and poster presentation to be recorded or presented live

Possible Habit of Mind: Thinking Flexibly

Exploring Meaning of the HOM	Expanding Capacity for using the HOM	Increasing Alertness for the HOM	Extending Values of the HOM
By the end of this unit students will be able to: <ul style="list-style-type: none"> Identify the HoM, Thinking Flexibly, through forming opinions 	By the end of this unit students will be able to: <ul style="list-style-type: none"> Explain the HoM, Thinking Flexibly, and how it relates to forming an opinion about the modern Australian identity 	By the end of this unit students will be able to: <p>Consider multiple perspectives and think critically when consuming news texts.</p>	By the end of this unit students will be able to:

ICT to Enhance Learning

Will be delivered online and through flexible learning platforms.
Supplemented by Education Perfect, C2C Resources, and Discussion Boards where possible.

General Capabilities: This unit provides opportunities for students to engage in following capabilities:

Literacy	Literacy	Literacy
<ul style="list-style-type: none"> ✓ Comprehending texts through listening, reading and viewing ✓ Composing texts through speaking, writing and creating ✓ Text knowledge ✓ Grammar knowledge ✓ Word knowledge ✓ Visual knowledge 	<ul style="list-style-type: none"> ✓ Comprehending texts through listening, reading and viewing ✓ Composing texts through speaking, writing and creating ✓ Text knowledge ✓ Grammar knowledge ✓ Word knowledge ✓ Visual knowledge 	<ul style="list-style-type: none"> ✓ Comprehending texts through listening, reading and viewing ✓ Composing texts through speaking, writing and creating ✓ Text knowledge ✓ Grammar knowledge ✓ Word knowledge ✓ Visual knowledge
Numeracy	Numeracy	Numeracy
<ul style="list-style-type: none"> □ Estimating and calculating with whole numbers □ Recognising and using patterns and relationships □ Using fractions, decimals, percentages, ratios and rates □ Using spatial reasoning □ Interpreting statistical information □ Using measurement 	<ul style="list-style-type: none"> □ Estimating and calculating with whole numbers □ Recognising and using patterns and relationships □ Using fractions, decimals, percentages, ratios and rates □ Using spatial reasoning □ Interpreting statistical information □ Using measurement 	<ul style="list-style-type: none"> □ Estimating and calculating with whole numbers □ Recognising and using patterns and relationships □ Using fractions, decimals, percentages, ratios and rates □ Using spatial reasoning □ Interpreting statistical information □ Using measurement

Cross Curriculum Priorities:

✓ Aboriginal and Torres Strait Islander histories and cultures	Asia and Australia's engagement with Asia	Sustainability
--	---	----------------

Differentiation [for small groups or individuals]

--